

**I. Rationale:** I've recently moved away from quizzes and have instead implemented in-class "reading journal" activities to get students engaging with readings more deeply. The idea here is they must first identify certain rhetorical strategies (called "voice markers" and "naysayers" in *They Say*) in their assigned passage. Then note how the author's use of those strategies contribute to the essay's argument. It's my hope that this gets them reading beyond surface-level information to internalize certain craft strategies and to hopefully apply those to their own papers. I also think it motivates them to read the entire essay carefully, since they can't do as well if they haven't.

## **II. Sequence:**

*I used the New Yorker essay "Why A.I. Isn't Going to Make Art," by Ted Chiang. You want a reading that isn't too long, but not too short, either. I also paired the activity with chapters 5 and 6 from the *They Say/I Say* reader. You could easily adapt this even if you aren't using *They Say*.*

Reading Journal (15-20 minutes):

- Get out a clean sheet of paper and write your name, the date, your section, and "Reading Journal #5" at the top of it.
- Looking at your assigned passage from "Why A.I. Isn't Going to Make Art" (I'll be assigning them), write an accurate, specific summary of what Chiang is saying (4-5 sentences). Then explain (2-3 sentences) how your specific passage contributes to his overall argument.
- Make a list of as many "voice markers" that Chiang uses in your passage. Refer to Chapter 5 of *They Say*.
- Refer to Chapter 6 from *They Say*, and brainstorm a "naysayer" voice that you could use to respond to your specific passage. Make this two to three sentences. Small Group Discussion (10 minutes):
- What are Ted Chiang's major claims?
- Do you agree, disagree, or both? Why/why not?
- What are the "naysayers" from your group?
- Name three specific examples of where he uses "voice markers."

## **III. Continuing the discussion:**

- Ask students to look at their current paper draft and note spots in which you could use "voice markers."
- Brainstorm two potential "naysayers" for your own paper.

I always make reading journals integral to discussion. After they finish, they have some time to reflect and share their findings. During this time, I encourage them to share what may have been baffling or confusing about the reading. I do that hoping to break alleviate some anxiety about "slow reading."